

## Cooperating & Supporting Roles

This exercise will test your group's ability to cooperate and to support. If you work as a team the activity will be as simple as 1-2-3.

1. Divide the class into groups of no more than 10.
2. Give each group a number. Tell them to perform a skit that will show the class the meaning of the number. (For example, if the number is 1, the group must perform a skit that shows the meaning of the number 1.)
3. Tell the students that once the pattern is established, it should be repeated.
4. Give each group a number and tell them to perform a skit that shows the meaning of the number. (For example, if the number is 1, the group must perform a skit that shows the meaning of the number 1.)
5. Tell students that once the pattern is established, it should be repeated.

## Trust

The key words in this section of our study are **communication, trust and listening**. Throughout our introduction to drama we have been building on the concepts of familiarization and awareness with one another as individuals and the importance of team work. We cannot achieve success in Theatre Arts without the ability to rely upon each other. For the next few periods we will focus upon the key area of **TRUST**. In order to proceed any further in our studies each of you will need to earn your Certificate of Trust an actual document that will be affixed within your Theatre Arts 120 Duotang. Its successful completion will also be worth 25 marks toward your first half semester class mark.

Often the most reliable sources of experience are the natural resources that lie within us - our feelings. In trust exercises, players work together to reach out and touch one another within the whole self. These nonverbal exercises are very important in group improvisation because they bring players closer together.

When done correctly Trust exercises are perfectly safe. For the safety and enjoyment, they must be done seriously. It is also very important that all the exercises be done in complete silence (except for the designated leader's instructions), so that the players can concentrate deeply and feel the security from the group itself.

### Trust Fall

Begin this exercise by finding an "Equilibrium" between each partner. Stand face-to-face, feet together with toes touching. Grip one another's wrists. Slowly bend outwards until arms are fully extended. Keep body straight and pivot from the ankles. Keep movements slow. Maintain a balance. Keep eye-to-eye contact throughout the exercise.

Reverse the exercise. Stand back-to-back. Link hands and bend forward until arms are fully extended. Keep movements slow. Retain balance. Keep body straight. Repeat.

1. Get into partners. One be "A" and the other be "B".
2. "A" stands in front of "B" and drops backward to the floor. Begin with holding the shoulders and drawing the person back just gradually. Finish with the furthest "safe" distance that each participant feels comfortable with.

### Circle of Trust

1. The group makes about 5 or 6 smaller circles. Each student stands shoulder to shoulder and with feet close together.
2. One student volunteers to start and steps into the middle of the circle. They can close their eyes or be blindfolded. They fall backwards.
3. The rest of the group catches the player and gently places him or her upright. The player in the center should relax every muscle. Cross arms across chest when in center. Be gentle.

### Trust Walk

1. One of you be the Master the other be the Robot. The Robot cannot see; it is blind and must be guided by the master. Only instructions such as forward, left, right, stop, fast, slow are to be used.
2. The Master must take the Robot on a Trust Walk that extends throughout the school grounds. Follow this route:
  - begin at the flag poles
  - walk around the perimeter of the football field clockwise
  - come up the hill to the plateau/switch places
3. Should the exercise take place in school due to weather use the cafetorium at both levels beginning at and then returning to the studio.



### Trust Lift

1. Divide into smaller groups of at least 8 students.
2. Each student will take turns lying face up on the floor.
3. The balance of the team will put their hands under the student and on a signal from the designated leader (all others refrain from talking), they lift the player first to shoulder height and then above their heads.

Make sure that the lifting is gentle and that all parts of the body (especially the head) are supported. The person being lifted should cross their arms across their chest - cross their legs and be blindfolded.

4. Once the group has the individual up in the air they are to walk about a designated area. Try swaying the individual back and forth.

### Trust Me Fly

1. This is the ultimate exercise in trust. Each group must be extremely careful in conducting this particular test. All students stand at the base of a table side by side.
2. Students will need to be shown how to safely grasp the hands of the student standing opposite them. Appoint spotters to stand about the area as well.
3. Ideally the student "falling" should be blindfolded.
4. Once on top of the table the student is cued when to fall with the lines: "trust me, trust me, fly . . ."

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### Trust Group Assignment

Using the skills and exercises covered within the Trust Section of our study create a "choreographed" presentation utilizing movement and music. The selection of background music will be the same for each group. You must time out your presentation to be the length of the music and demonstrate full "team" participation and trust. Your group will receive a mark out of 10 based upon:

1. Quality of Concentration
2. Originality of Composition
3. Focus
4. Movement
5. Evidence of Trust & Team Work

You will have one class to design, block and rehearse.

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**Student Evaluation Rubric  
Trust Performance Exercise**

NAME \_\_\_\_\_

LIST YOUR GROUP MEMBERS

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IN YOUR OPINION, WHAT WAS THE OVERALL THEME OF YOUR PERFORMANCE  
PIECE? DISCUSS WITH REFERENCES TO YOUR PRESENTATION.

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DESCRIBE THE PROCESS OF CREATION. HOW DID YOUR PERFORMANCE PIECE  
COME TO BE ONCE YOU WERE DIVIDED INTO GROUPS? WHAT WAS YOUR ROLE?

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WHAT WAS THE WEAKEST SECTION OF YOUR PERFORMANCE PIECE AND WHY?

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WHAT WAS THE STRONGEST FEATURE OF YOUR PERFORMANCE PIECE AND WHY?

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HOW DID YOU USE THE MUSIC TO ENHANCE YOUR PERFORMANCE? DISCUSS.

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WHAT IDEA OR FEELING DID YOU WANT YOUR AUDIENCE TO WALK AWAY WITH?

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WAS THIS A BENEFICIAL EXERCISE? WHY OR WHY NOT. DISCUSS.

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YOU BE THE INSTRUCTOR. BASED UPON YOUR EXPERIENCE, THE OTHER PRODUCTIONS AND YOUR ANSWERS ABOVE, RATE YOUR WORK OUT OF 10. HALF MARKS MAY BE PRINTED BETWEEN THE APPROPRIATE NUMBERS.

1    2    3    4    5    6    7    8    9    10

INDIVIDUAL MARK \_\_\_\_\_



Instructor Evaluation Rubric  
Trust Performance Exercise

GROUP \_\_\_\_\_

TIME: \_\_\_\_\_

NUMBER OF EXERCISES DEMONSTRATED

1 2 3 4 5 6 7

EVIDENCE OF THEME OR PURPOSE WITHIN THE PRESENTATION

none slight fair clear strong

EVIDENCE OF AWARENESS OF MUSIC AND PRODUCTION

none slight fair clear strong

EVIDENCE THAT ALL MEMBERS ARE FOCUSED, ENGAGED AND CONCENTRATING

none slight fair clear strong

VISUAL QUALITY - BLOCKING - AWARENESS OF SPACE

none slight fair clear strong

QUALITY OF THE OVERALL PERFORMANCE PIECE

weak - fair moments - satisfactory - engaging - powerful

COMMENTS

FINAL GROUP MARK \_\_\_\_\_

### Reinforcement of Trust Exercises

Now that we have successfully completed a variety of team building and trust exercises we should be able to master these final two experiences with confidence and speed!

#### Musical Laps

1. Divide into 3 groups. Form circles.
2. Everyone faces in one direction. Stand close to one another. Put your hands on the waist of the person in front of you.
3. When the music starts the first person (designated by the teacher) begins to slowly sit between the legs of the person behind. That person helps guide them down to a smooth landing, as does the person behind them and so on.
4. The control of your landing is dependent upon your ability to trust the person directly behind you.
5. Practise until you feel more and more comfortable.

#### The Snake

- \* 6 desks, six chairs for obstacle course and blindfolds
1. Divide into 3 groups. Form a snake by holding the hands of the person in front of you.
  2. Every person in the group is blindfolded except for the leader. He or she will negotiate a path through a designated area.
  3. Each person in the team must be aware of the person in front of them. No one may speak - including the leader.

#### Landing the Plane

- \* Make runways out of pylons have a blindfold for everyone
1. A runway is constructed from two rows of pylons.
  2. Carefully place a chair on a desk at the front of the room. This is the flight tower.
  3. Explain that the airport is completely engulfed in fog and that there are obstacles such as books, clothing and pencil cases everywhere. Each pilot is blindfolded and spun about to lose their bearings.
  4. The control tower talks the pilot through, around and over obstacles. If the pilot touches an obstacle or pylon the plane crashes.

## Reinforcement of Trust Exercises

Now that we have successfully completed a variety of team building and trust exercises we should be able to master these final two experiences with confidence and speed!

### Blindfold

1. Divide into 2 groups. Form a circle.
2. Everyone facing in one direction. Stand close to one another. Put your hands on the waist of the person in front of you.
3. When the music starts the first person designated by the leader begins to move. He/she is the only one who can see. That person helps guide them from a "safety" starting point to the person behind them and so on.
4. The success of your leading is dependent upon your ability to trust the person directly behind you.
5. Practice until you feel more and more confident.

### The Maze

1. 4 chairs are placed for obstacles around the perimeter.
2. Divide into 2 groups. Form a snake by holding the hands of the person in front of you.
3. Every person in the group is blindfolded except the leader. He or she will navigate a path through a designated area.
4. Each person in the group must be sure of the person in front of them. No one can speak - no talking, no shouting.

### Landing the Plane

1. Each person has a blindfold and a small object.
2. Carefully place a small object on the floor. This is the "fuel" tank.
3. Explain that the airplane is completely out of fuel and that there are obstacles such as trees, buildings and people around everywhere. Each pilot must find the fuel tank and place it in the "fuel" tank.
4. The person who finds the fuel tank is the "pilot" and the person who placed the fuel tank is the "pilot's assistant".